DOCUMENT RESUME

ED 443 607 RC 022 270

AUTHOR Greif, Andy
TITLE Unscrewing Yourself: One Approach to Anger Management Groupwork with Adolescents.
INSTITUTION Association for Experiential Education, Boulder, CO.
PUB DATE 1999-10-00
NOTE 14p.; In: Selected Monographs from the Association for Experiential Education International Conference (27th, Rochester, NY, October 1999); see ED 438 134.
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adolescents; *Anger; Change Strategies; Conflict Resolution; Elementary Secondary Education; *Group Counseling; High Risk Students; High School Students; Middle School Students; Nontraditional Education; *Relaxation Training; *Self Management; Student Reaction
IDENTIFIERS *Self Awareness

ABSTRACT

This paper describes an anger management group implemented with students in grades 7-12 enrolled in an alternative school. The majority of students at the school were identified as having difficulties managing their anger and handling conflict. The goal of the group was to have students understand their relationship with anger in order to contemplate changing their anger response behaviors. Anger management groups were implemented with two high school teams and one middle school team. Teams included 6-10 students and 2-3 teachers. Each team had a behavioral management plan, which was monitored by the teachers or the group facilitator. Groups typically met once a week for an hour and focused on themes related to students' relationship with anger. Several weeks prior to the start of each anger management group, students completed an anger record log that recorded the date and time of feeling angry, what happened, their feelings about what happened, the intensity of the anger, their actions in response to what happened, and a self-evaluation of how they handled their anger. Only one of the teams set aside time on a daily basis for their students to complete their logs and understand the data being requested. Through group work, students explored the purpose of anger, completed an anger assessment inventory, created an anger intensity thermometer, compiled a list of mind/body cues that signal anger, explored trigger thoughts, explored underlying feelings that contribute to anger, determined their own anger management style, and learned relaxation methods to reduce stress. The paper concludes that students must first develop an awareness of their anger management style, then develop the necessary skills to end their addictive cycles of anger and aggression. (LP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Ref# C200898

October 1999

ED 443 607

UNSCREWING YOURSELF:
ONE APPROACH TO ANGER MANAGEMENT GROUPWORK WITH ADOLESCENTS

Andy Greif

Many students enrolled at the Windham REAL (Regional Educational Alternative Learning) School dive in nanoseconds into a cycle in which their aggressive responses to angry feelings create increasingly negative consequences. They "screw" themselves by acting out in response to feeling angry, putting in motion a cycle of escalating angry thoughts, overwhelming somatic reactions, and destructive behaviors. A typical "screwing yourself" scenario looks something like this:

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

J. Bonnell

2A

Student: makes a disparaging comment to another student during a class meeting.

Teacher: "That's a 'reminder' (one point on the behavior management system)."

Student: "I didn't do anything, he is an idiot anyway."

Teacher: "Quiet—all you got was one reminder—leave it at that."

Student: "F___ you!"

Teacher: "That is another reminder—take a time out."
(Second reminder means 10 minutes must be made up during the lunch break and no store visit for snack food.)

Student: "F___ YOU, you ____!—turns over desk and slams classroom door.

Teacher: "You have detention for 30 minutes after school today."

Student: "F___ that!"—walks out of school for the day (resulting in in-school reflection process, isolation from his classmates for one to three days).

In the Unscrewing Yourself Anger Management Group, each student was invited to develop self-awareness of his/her trigger thoughts, body responses, and underlying feelings congruent with scenarios such as the one outlined above. This groupwork focused on the pre-contemplative stage of change related to anger management. Refer to Prochaska, Norcross, and DiClemente (1994) for a detailed description of their stage-

RC 022270

BEST COPY AVAILABLE

based change model. Students in the group were not considering, nor were very motivated, about the possibility of understanding or changing their anger response style. They were ambivalent (contemplative stage of change) about changing their aggressive behaviors. This anger management groupwork attempted to influence the participants to contemplate change. It did not directly emphasize and practice the skills necessary for behavioral change (preparation and action stages of change).

The basic premise of the group was that it is necessary for a student to understand his/her relationship with anger to be able to contemplate changing his/her behaviors. Once this happens, a student may be ready to progress further by creating behavior change through cognitive restructuring, relaxation classes, conflict resolution strategies, communication skills, and environmental changes (preparation and action stages of change). Students were given the opportunity to increase their self-knowledge through activities with foundations in the ideas and theories of McKay, Rogers, and McKay (1989), Simmer (1998), Weisinger (1995), Westmoreland (1995), and Winogran, Van Dieten, and Gauza (1999). You may request from the author the handouts and activity worksheets that are beyond the publication scope of this monograph (321 Cole Road, Kennebunk, Maine 04043 or e-mail at agreif@cybertours.com.).

Background Information

Most students at the REAL School have Individual Educational Plans (IEP's) that outline objectives directed toward anger management and/or conflict resolution issues. The students are, generally, not eager to examine their addictive anger behaviors. During the 1998-99 school year, the REAL School staff members decided to work on these objectives through groupwork, as well as already existing individual counseling interventions and an in-school reflection (suspension) process.

The REAL School serves 12 to 19 year-old students who have not been successful in the mainstream public education environment, most commonly due to inappropriate school behavior. The students are placed in teams of no more than 14, with two teachers and an educational technician. The ideas in this monograph were used with two high school age teams (ninth to twelfth grades) and one middle school-age team (seventh to ninth grades).

The groups typically met once a week for an hour to an hour and a half. Anywhere from six to 10 students attended with two to three teachers choosing to be involved as participants. Each team had a behavioral management plan, which was monitored by the teachers and/or the facilitator (author and school counselor). The groups were run during the time period before lunch or the last period of the school day. No pre-group process was conducted to determine who was ready for this groupwork. Everyone who

showed up at school for the day was included.

Well articulated debriefing and reflection ideas are missing from the following descriptions of activities. Structured reflections were typically omitted from each of the sessions due to the inherent reflective nature of the activities, the effort required to maintain student engagement and behavioral control, and session time constraints. As with most groups, some students clearly recognized individual connections and learnings through active participation, others drifted in and out of attention, and for others the group appeared to be a waste of time. Generally, building self-reflection opportunities into activities has worked best for the students served at the Windham REAL School.

Anger Management Themes

The content of each anger management group session focused on themes related to the students relationship with anger. These sessions were presented in various sequences. Activities that have bombed with one group have gelled with another. As with much adolescent work, one may never know what impact this work will have on behavior change as related to anger responses with the participating students.

Anger Record Log—What is really going on with my anger?

Several weeks prior to the start of each anger management group each student filled in an Anger Record Log. Daily compilation of the logs continued for the duration of each anger group. The Anger Record Logs included information specific to:

- date and time,
- what happened?
- thoughts and beliefs about what happened,
- feelings other than anger—underlying feelings,
- intensity of angry feelings,
- actions in response to what happened, and
- self-grading on anger management.

Each student chose whether or not to keep information documented in their log confidential. They were encouraged to record anything along the continuum from mildly to intensely angry. They could limit information to just events occurring in the school setting and/or include events from other domains in their lives.

Simmer (1999) encourages participants to act as scientists in the recording and analysis of their anger information. He believes that doing so acts as an intervention in and of itself. This recording process fits within the context of stage-based change. Self-awareness is the primary task during the pre-contemplative stage.

An additional reason for data recording was that students could use the information to make personal connections during subsequent theme-based sessions. In reality, only one of the teams set aside time on a daily basis for their students to complete their logs and to help them understand what data was being requested. The students in the high school team that completed the logs generally didn't do so with integrity—"I wasn't angry at all today!" was a typical entry. In addition, after a review of several completed logs, it was clear that many students did not have an accurate understanding of what each data column meant, until the corresponding session was facilitated. The recording and use of anger records needs more work to become an effective tool. To facilitate this happening, both the teaching staff and students must be open to coaching.

Purpose of Anger – What is the purpose of my anger?

During this session, students learned that the purpose of anger is to indicate that something is wrong. They related to the traffic light warning signal symbolized by yellow or red flashing lights. Once people realize something is wrong they need to create change the flight or fight response surfaces. The Greek symbol for change—the Delta—was described to introduce this concept. The typical things that trigger the anger signal and need for change are primary feelings related to being neglected (abandoned, deprived, ignored, or left out) or violated in some fashion (teased, disrespected, humiliated, or abused) (Westmoreland, 1995).

To further invite the students to understand the purpose of anger they participated in a Charade Relay Race and completed an Anger Balance Sheet (Simmer, 1998). The Charade Relay Race involved acting out various flight or fight responses to angry feelings, such as silence, swearing, complaining, change in voice tone, smoking cigarettes, and sending someone flowers. After the race they brainstormed additional ways they create change when something is wrong. Referring to their Anger Record Logs helped add to the list of flight or fight responses. Next, they recorded their typical anger response behaviors on an Anger Balance Sheet and included their perceived benefits and costs for each form of anger expression. Each student was asked to re-examine their Anger Balance Sheet to consider whether each benefit is actually a short-term benefit and a long-term cost (Winogron, Van Dieten, and Gauz, 1999).

Anger Assessment Inventory—Do I have a problem with my anger?

As a compliment to the previous session, the students were asked to self-assess whether or not they have a problem with their anger response style. They scaled on bar graphs their general anger style according to the six criteria and associated continuum listed below:

Anger Trigger – instantaneous reaction (short fuse) to a long reaction time (long fuse)

Anger Intensity – calm demeanor to emotionally abusive speech and body posture.

Anger Retention – seconds to days, weeks, and beyond.

Anger Frequency – seldom to continuously angry.

Aggression – non-confrontational to jail time for assault or murder.

Relationships – solid and secure to many lost friends or family members.

A facilitator learning from this activity was that each student must be guided to determine his/her personal baseline for each criterion before completing the self-assessment. In addition, students must be invited to consider the contrasts between what they consider normal anger responses and what mainstream society considers healthy anger responses related to each of the six criteria.

Anger Words Intensity—What is my range of angry feelings?

As a foundation reference tool for several of the sessions, the students were invited to create a group Anger Intensity Thermometer. Directions for this activity are as follows:

Have the group members brainstorm a list of synonyms for the emotion anger to add to a list previously generated by the facilitator.

Ask them to write all the words on individual index cards, spread them out on the floor, and select two per person.

Consider specifying that each student choose words that reflect a range in intensity of anger.

As a compliment to their selected words, have them select images from a compilation of weather patterns and landforms (ie. volcanoes, tornadoes, lightning, glaciers) that visually describe each of the words they have chosen.

Once everyone has selected their words and corresponding images, have them show their selections, add any comments, and place them on a ten-foot outline of a thermometer. The top of the thermometer signifies the most intense anger. The bottom represents low intensity anger.

A student may reposition any other words and images that are on the thermometer at his/her turn.

After several rounds, attach the words and images with tape in the sequence agreed

upon and secure the thermometer on a wall.

After completion of the Anger Thermometer, invite the students to distinguish between words that represent the emotion anger and ones that are aggressive behaviors. Students have tended to believe that actions are feelings. For example, they have included the word "killing" on their thermometer.

Emphasize the need to manage anger in the lower levels of the anger thermometer, toward a result of increasing the ability to use anger productively, remain emotionally and physically safe, and maintain healthy relationships. In other words, people are able to think and make healthy decisions when their emotional state is relatively calm. Refer back to the benefit side of the previously generated Anger Balance Sheets. Emotional states higher on the anger thermometer result in making poor flight and fight decisions and staying on the cost side of the Anger Balance Sheet.

This session can be augmented with skin temperature sensors called Biodots (Whole Person Associates: 800-247-6789). When a person is tense or anxious their skin temperature is low, relative to when they are relaxed. Biodots can show this progressive temperature change during a relaxation activity.

Tension Mind and Body Cues—Am I getting angry?

The three components to an anger feedback loop are angry thoughts (hot cognitions/trigger beliefs), angry actions (behaviors/responses), and anger arousal (mind/body tension cues) (Weisinger, 1985). As these components interact, they feed one another resulting in an increased intensity of aggressive behaviors. Students have needed help to recognize that their thought attributions and physiological cues are springboards to this feedback loop. The opportunity to choose to stay at a low level on their Anger Intensity Thermometer is brief. With help, they can recognize the signal(s) that something is wrong. They can be guided to change their pattern of escalating anger arousal.

A list was compiled of mind/body cues that signal something is wrong with input from staff and students. The inventory was broken down into thoughts and actions; muscle responses and body actions; and breathing, heart rate, and skin responses. Included on this inventory were blank cartoon drawings of the brain, muscle, vascular, and respiratory systems. The activity using this inventory is as follows:

The students check-off the cues that they recognize in themselves and add others not listed.

The students highlight, with a yellow marker, several cues that surface when angry feelings begin (low on the Anger Thermometer).

Each person shares his/her low level cues.

They ask for classmates and teachers to articulate any cues that they have not personally recognized (for readers familiar with the Johari Window this would be the blind window - Johnson, 1993).

As a way to have fun, concretize this information, and increase self-awareness of classmates' anger cues play King Frog (Kreidler & Furlong, 1995):

While sitting in a circle each person shares a gesture and/or sound that symbolizes one of their low level anger cues followed by everyone imitating the gesture.

The facilitator is the King Frog who starts the game by acting his/her gesture, immediately followed by someone else's gesture.

The person recognized by the King Frog must repeat their gesture and then perform another person's gesture.

This sequence continues until someone makes a mistake (ie. doesn't respond when their gesture is made). As the consequence they must move to the seat to the right of the King Frog and everyone else shifts over one seat to the right. Each gesture stays with its respective seat in the circle and doesn't move with its originator.

The person that made the mistake starts the action with their new gesture and someone else's gesture. The activity continues until the group decides to stop.

The students enjoy pointing out each others' and the teacher's anger cues during the following school days. Hopefully, this leads to increased self-awareness and stopping the escalation of angry thoughts, body arousal, and aggressive reactions.

Hot Cognitions Assessment - What are my trigger thoughts?

Exploring triggers (a.k.a. buttons and hot cognitions) for each person adds to his/her understanding of their anger feedback loop. Three ways to surface these triggers are: 1) examining the thoughts and beliefs section of student Anger Record Logs; 2) examining an inventory of triggers created by McKay, Rogers, and McKay (1989); and 3) finishing sentence fragments. McKay, et. al. (1989) categorize triggers into:

- verbal behaviors,
- nonverbal sounds,
- voice quality, tone, and volume,
- gestures using hands and arms,
- facial expressions,
- body movements.

A complete inventory of the corresponding triggers can be found on the Inernct at HYPERLINK http://www.alzwell.com/Clues.html www.alzwell.com/Clues.html. Examples of the sentence fragments used to surface triggers are:

- I don't like it when . . .
- I feel hurt when . . .
- I am tired of . . .
- I resent . . .
- I hate it when . . .
- I'm fed up with . . .
- I want . . .
- I feel disappointed when . . .
- I feel sad when . . .
- I don't understand when . . . (source unknown).

Something more engaging than what is described above may be to create a group generated, Gallery of Triggers. This activity involves:

Giving each student a pack of Post-its and asking them to record each of their triggers on separate Post-its.

Stick the Post-its on a wall.

Have the students move the Post-its into combinations of similar themes.

Create a title for each theme. The titles may be posted on the previously created Anger Intensity Thermometer.

Exploring triggers on the Anger Thermometer may help students understand which triggers result in a mild anger feedback loop and which develop into an inferno. They could deepen their awareness of their anger response by analyzing each of their triggers through the Anger Assessment Inventory process and/or the Anger Balance Sheet.

Discussing hot cognitions may be followed by introducing the concept of alternative cool cognitions for the same precipitating event. An example would be the blind man in the elevator story (source unknown). A man taps you on the back of your leg while riding in an elevator. A person with a tendency to respond with a hot cognition would think that the man was intentionally irritating them. An alternative cool cognition would be that the man is just using his cane as his eyes.

A warm-up activity used to begin recognizing personal triggers has been Secret Agent-Guardian Angel (source unknown). The set-up for Guardian Angel and Secret Agent involves:

BEST COPY AVAILABLE

Each person anonymously selects another person to be their Secret Agent—the person who knows their buttons intimately and routinely tries to trigger their anger.

Select another person to be a Guardian Angel—the person who helps him/her to remain calm under stress. In order to lessen the possibility of scapegoating, ask students to think of someone outside of the school setting for each role. The two individuals in the group selected are representations of the real Secret Agent and Guardian Angel.

The task of the activity is for everyone to walk around the designated space trying to keep their Guardian Angel in between them and their Secret Agent. Consider making the space smaller and smaller and changing the pace of the walking as the action proceeds. Tell the students to remember not to consciously reveal the identity of their Secret Agent and Guardian Angel.

After the action and depending on the ability of the group members to be emotionally safe, ask them to share who they see as their Secret Agents in the team and how they push their buttons. Subsequently, describe their Guardian Angels and how they coach them to remain calm.

Primary Feelings—What's really going on?

During this session refer back to the discussion concerning the purpose of anger in which students were neglected or violated in some manner something is wrong. Describe anger as being a surface or secondary feeling. The feelings related to neglect or to a violation are the underlying or primary feelings. A useful image is that of an iceberg. The tip that you see is your anger and the core underlying feelings are those represented by the massive part of the iceberg below the ocean surface.

The students connected more with the image of a volcano. Volcanoes hold in the stress of accumulating magma, steam, and gas just as people hold in tension and anxiety. The stress each of us holds in are the insults that connect to our primary feelings. With a volcano anything may occur to relieve stress from a cataclysmic eruption to sporadic venting of contained pressure. This relief in stress from a volcano is parallel to the anger people release in varying levels of intensity. Once stress is relieved in some manner the process (cycle) of stress build-up and release continues for both the volcano and people. One goal of a geologist is to determine what is forming below the surface of a volcano just as determining primary feelings is one goal of anger management work.

To date, the only activities used to help students recognize various primary feelings were charades and an examination of each student's Anger Record Log. Charades of various underlying feelings was aided by the use of Feelings Marketplace Cards (Project Adventure Inc.). After the charades activity, each student selected a primary feeling card

that particularly resonated with him/her and shared from the heart anything of his/her choosing concerning the thoughts behind the feeling. The primary feelings words pulled from the Feelings Marketplace Cards set were: bored, tired, caged, trapped, mixed up, cornered, worried, helpless, defeated, guilty, dumped on, tense, picked on, flustered, bypassed, nervous, anxious, abandoned, ignored, overwhelmed, pressured, stupid, threatened, vulnerable, left out, stuck, cheated, unsupported, envious, and confused.

Anger Styles Assessment—What does my anger look like?

Simmer (1998) describes five styles of anger in the context of the "vicious circle of addiction to power." The styles are:

- Mad About You—loss of intimacy,
- Rage for Order—disorder and chaos appears,
- Shame-Guilt Pendulum—submission to a partner,
- Breaking Out—freedom is restricted,
- Avoiding Anger – anger is stuffed and denied.

As in an addiction cycle, a person feels some insult related to a primary feeling (pain, boredom, powerlessness) followed by an addictive behavior which provides short term relief from the primary feeling. Then, as Simmer (1998) describes, recoil happens in which a long-term negative consequence occurs—"the kick in the teeth." In the adolescent anger groups use the phrase "screwing yourself" rather than recoil. The cycle continues from discomfort, to addictive behavior, to short-term relief, to long-term negative consequence.

Refer to the scenario in the introduction to this monograph. The student displayed the breaking out style in which his responses to the teacher resulted in more and more freedoms being revoked. The possible long-term negative consequence may have been closer monitoring by the teacher. As with all the other sessions keep emphasizing that self-awareness of all the components of an anger feedback loop may result in reducing the likelihood of screwing yourself. The anger styles work enhances each student's understanding of his/her triggers and aggressive actions.

Prior to the session each student completed the Anger Styles Questionnaire created by Simmer (1998) to determine their preferred anger styles. During the session several staff members role-played typical student-based scenarios depicting each of the five anger styles. The role plays showed the vicious circle of screwing yourself. Subsequently, each student guessed his/her primary anger styles and those of each of their classmates.

Relaxation Methods—How can I let off steam?

Several activities were designed to offer options for relieving stress. Prior to these activities the purpose of relaxation, experience characteristics necessary for relaxation, and when to use relaxation methods were introduced. Weisinger (1985) describes relaxation as a "protective mechanism to counter the harmful physical and mental effects of anger." Relaxation techniques may help someone notice tension in their mind and body and choose to intervene to reduce stress. To have a beneficial relaxation experience one must create an environment of silence, solitude, and stillness (Kieve Leadership Decisions Institute: Nobleboro, Maine). To accomplish the purpose of relaxation the techniques that work for a person should be used:

- every day,
- whenever you feel tense or irritable,
- when someone expresses anger toward you, and
- when you anticipate an anger provoking situation (Weisinger, 1985).

Two sessions were devoted to the relaxation response. One was congruent with a focus on the self-awareness task during the pre-contemplative stage of change. Each team member was asked to communicate what he/she does to relax. The subsequent session shifted into the preparation stage of change. The students were introduced to several relaxation methods. These included diaphragmatic breathing, guided muscle tension and relaxation, and a drawing meditation. Descriptions of these activities are beyond the pre-contemplative stage focus of this monograph, but can be found in Davis, Eshelman, & McKay, 1995.

During the self-awareness session the students selected a balloon and a permanent magic marker. They were instructed to blow up their balloon and hold the air in the balloon without tying a knot. They wrote the activities they use to relieve stress on their balloons. While holding the air in their balloons, students shared their stress relievers. During this sharing time, there were many distractions, such as balloons flying around the room exploding into fragments, and various balloon noises, lending humor to the activity. To date, this author has not invited the students to consider the connections between the balloon activity and stress build-up and relief.

Many of the things that students related that they do to relax cannot be done at school, and many are not beneficial ways to relax. The initial focus was on asking students to recognize which relaxation activities can be used during school hours (such as, listening to music, chewing gum, riding bikes, and walking). In future groups, it may be useful to creatively challenge students' perceptions about relaxing through activities such

as smashing things, listening to rap music with violent content, playing aggressive video games, and smoking cigarettes and marijuana.

Miscellaneous Musing

The two high school age groups described in this monograph began with an expressive art activity during the first session. The students were given 24" X 24" drawing paper and a diverse pallet of tempera paints. They were invited to create an art response related to their relationship with anger. A title for each creation was added. Their relationship with anger was described as including anything related to work, school, family, legal issues, body response, thoughts, experiences, cultural influences, friends, feelings, and whatever. Each student was invited to show and share any stories related to their expressive art response.

In hindsight, the general reactions of the students revealed that this activity was too self-revealing and abstract during the start of this anger management groupwork. This may have been the ideal activity for the closing phase of the group to revisit the themes explored during each session and create a visual anchor for personal learnings.

Summary

In this short monograph activities are described to engage adolescent students into becoming more aware of their relationship with anger. The underpinning of this groupwork focuses on activities at a pre-contemplative stage of change. The group invites students to develop self-awareness of the components of their anger feedback loops. Each person's loop includes a precipitating event which begins the interaction of one's actions, thoughts, and body arousal patterns. Through this anger management work the author hopes that participants will be encouraged to develop the skills necessary to end their addictive cycles of extreme anger and aggression.

References

Davis, M., Eshelman, E.R., & McKay, M. (1995). The relaxation & stress reduction workbook (4th ed.). Oakland: New Harbinger Publications.

Johnson, D.W. (1993). Reaching out: interpersonal effectiveness and self-actualization (5th ed.). Boston: Allyn and Bacon.

Kreidler, W.J. & Furlong, L. (1995). Adventures in peacemaking. Hamilton: Project Adventure, Inc.

McKay, M., Rogers, P.D., & McKay, J. (1989). When anger hurts: quieting the storm within. Oakland: New Harbinger Publications.

Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). Changing for good: a revolutionary six-stage program for overcoming bad habits and moving your life positively forward. New York: Avon Books.

Simmer, S.C. (1998). Vicious circles manual: anger management for men. Northhampton: Reach Educational Seminars.

Weisinger, H.D. (1985). Dr. Weisinger's anger work-out book. New York: William Morrow and Company.

Westmoreland, S. (1995). Parent Effectiveness in Resolving Conflict Class (Presentation handouts). Kennebunk: Author.

Winogron, W., Van Dieten, M., & Gauza, L. (1999). Controlling anger and learning to manage it (CALM). Toronto: Multi-Health Systems.

Author's Note: I would like to acknowledge and thank Justine Nauman-Greif and the AEE reviewers for their feedback and editing of this monograph. Their comments and suggestions made this publication more understandable and useable.

© 1999 by The Association for Experiential Education. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the copyright owner. The opinions expressed herein do not necessarily reflect the positions or policy of AEE.